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Teachers in Arizona were surveyed by questionnaire to determine the present quality of English instruction and to prepare a profile of English teachers and English teaching in the state. Returns were received from 81 of 113 schools surveyed (647 of 1026 teachers). Information obtained on English teachers indicated that (1) 41% of the English teachers are men, (2) 50% are under 35, (3) 47% have bachelor's degrees, 52% have master's degrees, and 1% have doctoral degress, (4) 62% were educated in Southwestern colleges, (5) only 9% have neither an English major nor minor, and (6) median teaching experience was 4 to 7 years. Information on teaching conditions included the following points: (1) Classes are too large, median daily pupil contact being between 126 and 145. (2) The median number of English classes per day is five with an average of 29 students per class. (3) The median number of essays written by students per year is 16 to 20. (4) 40% of teachers work 6-10 hours per week outside of school time. (5) 45% share their classrooms. (6) Few have clerical or student help. (7) The use of hardbound composition books and paperback books for literature is increasing. (8) Small and medium-sized schools challenge larger ones in quality of available English offerings, reading programs, and education for slow students. (LH)

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OF THE REPORT OF THE QUESTIONNAIRE STUDY OF ENGLISH TEACHING CONDITIONS IN ARIZONA

The following report by the Committee on CONDITIONS PERTAINING TO THE TEACHING OF ENGLISH IN ARIZONA was completed by committee members Mrs. Coleen Goodwin (Central HS, Phoenix), Mrs. Martha Davis (English Consultant, Phoenix Union Schools), Mrs. Margaret Watkins (Mesa Community College), Kathleen Sheridan (Saguaro HS, Scottsdale), and Mrs. Billie Jo Inman (UofA). This first report of where and how Arizona English teachers stand deserves careful study by English teachers and administrators throughout the state. Committee members deserve our thanks for their imagination and industry.

ARIZONA ENGLISH PROFILE

What is the quality of English instruction in Arizona? How does it compare with English instruction in the rest of the nation? Are we close to the recommendations suggested by the NCTE and the Commission on English? What is the profile of English teachers and English teaching in Arizona? These questions and others prompted the AETA to organize a Committee to survey public secondary schools (grades 9-12) throughout the state. Using some national survey questionnaires as guides, the Committee prepared a questionnaire, submitted it to the AETA Executive Board for evaluation and criticism, and sent it to school principals for distribution to English teachers in November 1968.

As the Committee began to interpret the results in February 1969, it realized additional questions might have been asked. Incomplete as it may be, the report does give a profile of English teachers and English teaching conditions in Arizona. Of the 113 schools surveyed, returns were received from 81 (72%). 647 out of 1026 teachers (62%) took time from their busy schedules to reply. Our thanks and appreciation go to all.

One problem that arose very early was whether the Committee should report each county separately. Even though some counties had high percentages of returns, their impact was relatively small, ranging from .3 of 1% to 2.9% of the total. Hence, the Committee decided to combine some counties according to geographical location. The following indicates

the percentages of the total response of the 647 teachers:

Apache, Coconino, Navajo, Yavapai (9%)
Yuma, Mohave (3%)
Cochise, Santa Cruz (6%)
Gila, Graham, Greenlee, Pinal (10%)
Pima (22%)
Maricopa (47%)
3% did not designate the county on the questionnaire

TEACHERS

The stereotyped image of the English teacher is outdated. More men are teaching English than might have been expected--41%. More surprising, more men than women are teaching English in the smaller counties, and they are not just male P.E. teachers who teach English.

	Sex of Respondents		
County	Male	Female	No Response
Ap-Co-Na-Ya	31	27	1
Yuma-Mohave	9	8	-
Cochise-S.Cruz	19	13	1
Gi-Gra-Gre-Pinal	23	31	2
Pima	47	85	7
Maricopa	113	189	4
No County Designated	8	7	16
TOTAL	250	360	31

English teachers in Arizona are young. Of those who replied, 38% are under 30; 34% between 31 and 45; and 28% over 46. Of those responding, 50% are under 35 while only 18% are over 50.

	Age of Respondents									
County	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	65+
Ap-Co-Na-Ya	13	7	6	8	6	6	7	1	5	-
Yuma-Mohave	4	3	2	2	-	3	1	-	2	1
Cochise-S.Cruz	7	7	4	1	1	4	5	5	-	-
Gi-Gra-Gre-Pinal	10	11	3	5	5	7	5	5	4	1
Pima	27	26	18	18	11	16	12	8	5	-
Maricopa	53	64	38	38	36	30	20	20	10	-
No County listed	3	1	3	2	2	-	1	1	1	1
TOTAL	117	119	74	74	61	66	51	40	27	3
PERCENTAGES	19%	19%	12%	12%	10%	10%	8%	6%	4%	

Bachelor's degrees are held by 47% of the respondents (BA 34%, BS 9%, BEd 4%) while 52% have master's degrees (MA 35%, MS 3%, MEd 14%), and the remaining 1% have the doctorate or higher degree. Most of Arizona's English teachers have been educated in colleges in the Southwest (62%) with another 19% having been educated in the Midwest. Master's degrees are being presently pursued by 37% (MA 26%, MS 2%, MEd 9%) leaving only 10% of those with bachelor's degrees not pursuing any advanced degree. Working toward the doctorate are 7% (PhD 5%, EdD 3%).

Only 9% of Arizona English teachers do not have an English major (66%) or minor (25%). Only 7% have a social studies major, 6% an education major, 3% a speech or drama major, and 2% either a P.E. or foreign language major. English teachers tend to minor in social studies (32%), English (25%), education (21%) or speech (10%). The media number of undergraduate hours English teachers have in their major field is from 36-40 hours, well above the national average, with 50% having at least 19 graduate hours in English--22% have from 19 to 30 graduate hours, and 10% from 43 to 65 graduate hours.

Arizona English teachers apparently have not taught very long, the median years of experience being 4 to 7 years--12% have less than one year experience and 4% are on their second year of teaching. This latter 4% troubled us; other percentages are in line with what might be expected. Possible reasons for the 4% could be that we had little turnover the past year, and few English teachers were hired, or the mortality rate, or drop-out

rate, or move-to-other-states rate was very high, or that few in this group responded to the survey. From the table below, note that 26 teachers have over 30 years experience.

County	Years of Experience: Less Than 1	1	2	3	4-7	8-12	13-20	21-29	30-39	39+
Ap-Co-Na-Ya	8	6	7	3	14	9	7	4	1	-
Yuma-Mohave	2	-	2	1	5	3	2	-	-	2
Cochise-S.Cruz	6	-	2	5	11	6	2	3	1	-
Gi-Gra-Gre-Pinal	9	3	3	6	13	6	9	5	1	1
Pima	10	7	18	15	24	23	20	12	6	1
Maricopa	34	11	28	29	72	49	53	16	9	2
No County	5	-	-	3	7	8	3	1	2	-
TOTAL	74	27	60	62	146	104	96	41	20	6
PERCENTAGES	12%	4%	10%	10%	23%	16%	15%	7%	3%	-

TEACHING CONDITIONS

One major complaint of English teachers across the country is that class loads are too large. Is this a valid complaint in Arizona? The survey shows that the answer is a very definite YES. The median daily pupil contact is from 126 to 145, but 25% have from 145 to 170 students per day, and 2% report up to 190. The NCTE and the National Commission on English recommend English teachers be assigned no more than 4 classes per day with average class size no larger than 25. The median number of English classes per day in Arizona is 5 with an average of 29 students--100 students recommended versus 145 in reality.

The Committee was pleased to find that 97% have a preparation period. With regard to the number of preparations needed per day, 22% report one preparation, 42% report 2 preparations, 21% report 3 preparations, 7% report 4 preparations, and 4% report 5 or 6 preparations!!!

The number of essays students are required to write each year varies greatly, with the median number begin 16-20

County	Number of Essays Assignments Per Year: 0-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	40+
Ap-Co-Na-Ya	4	10	13	8	2	5	4	2	7
Yuma-Mohave	2	4	3	2	3	1	1	-	1
Cochise-S.Cruz	4	2	7	2	5	3	3	2	2
Gi-Gra-Gre-Pinal	12	9	5	6	4	3	3	1	8
Pima	9	18	26	25	12	11	8	8	8
Maricopa	24	37	33	76	28	24	14	28	31
No County	3	3	3	5	5	4	3	1	2
TOTAL	58	83	90	124	59	51	36	42	59
PERCENTAGES	10%	14%	15%	20%	10%	8%	6%	7%	10%

Arizona English teachers are hard-working--40% put in from 6 to 10 hours per week on school work (outside of school time), and this does not include extra-curricular assignments. From 11 to 15 hours per week are put in by 26%, from 16 to 20 by 11%, and over 20 hours by 9%. This after-school work-load is clearly and directly related to the large class load.

The Commission on English recommends that "specific classrooms be set aside for the teachers of English...that space be provided for an English office equipped with a typewriter and a duplicating machine, and that clerical assistance be available for the cutting of stencils and the production of teaching materials." Our survey suggests that many English teachers (45%) do not have their own classroom, but must share it with another teacher. Other revealing statistics are that only 20% have clerical assistance, 36% do not have a workroom available, only 4% have lay readers, only 11% have teacher aides, and only 21% have students available for assistance. Apparently, one valuable aid to teachers is not being used much in Arizona--that is, the student assistant.

One vital element in the flexible English program is the ready supply of supplementary textbooks--9% say they never use them and 64% report class sets available. Most books are purchased by the schools, but 15% report having to buy their own supplementary books.

The hardback text is used by most teachers for grammar (62%) and literature (67%), but the hardbound composition book is making inroads (20%), as are paperbacks for literature (47%). Workbooks are still being used by 19% of the teachers. Some newer concepts in English teaching are slowly being adopted, smaller schools apparently keeping up with larger schools in certain innovations--16% of schools report team-teaching facilities, 12% with teaching machines, and 30% with resource centers. Smaller schools challenge larger schools with regard to available course offerings in English--73% of the schools with enrollments of 651-1000 offer advanced English courses, a close second to the 80% of schools with enrollments over 2000. Indeed, schools with enrollments from 651-2000 do a better job of providing for slow students than schools over 2000. The same comment holds true in reading and in offering English electives. The larger schools do apparently have an advantage in providing advanced placement, stagecraft, and advanced classes in speech and drama. Evidently, schools smaller than 650 find it difficult to provide advanced classes, drama, stagecraft, journalism, yet some of them do.

The table below reveals course offerings in various schools. The abbreviations used are

Reg=Regular English
A=Advanced English
C=Slow English
AP=Advanced Placement English
SP=Speech
ASP=Advanced Speech
DEB=Debate
DR=Drama
ADR=Advanced Drama
SGC=Stagecraft
JM=Journalism
YB=Yearbook
PUB=Publications
RI=Reading Improvement
SR=Speed Reading
RR=Remedial Reading
E=Electives

Course Offerings

School Size	REG	A	C	AP	SP	ASP	DEB	DR	ADR	SGC	JM	YB	PUB	RI	SR	RR	E
Less than 650	28	7	11	1	19	2	4	14	1	3	14	17	12	8	2	10	7
651-1500	15	11	12	2	15	3	4	14	5	4	15	11	6	11	4	11	6
1500-2000	11	7	9	1	11	7	4	10	6	4	11	9	9	9	2	9	8
2000+	11	10	9	6	12	9	6	11	10	8	12	11	9	7	1	5	4

The breakdown of the schools responding: less than 650, 28; 651-1500, 15;
1500-2000, 11; 2000+, 13.

CONCLUSION TO THE SURVEY

Our fast-growing young state has English teachers who are qualified but who are teaching under conditions less than satisfactory. We strongly urge all Arizona English teachers to work for a lower pupil-teacher ratio, to be alert to innovative techniques and methods and to try them, to continue to look for better ways to reach students (don't let tradition make you myopic), and to work toward the necessary physical facilities and equipment that makes for a vital and flexible English program.